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AUTHOR Knaub, Patricia K.
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ABSTRACT

The purpose of this paper is two-fold: (1) to assess the extent to which adolescent girls' sex role expectations reflect traditional or egalitarian concepts of marriage and career roles as evidenced in a longitudinal design; and (2) to compare both the adolescents' role projections and their subsequent enactment to the educational attainment and life style of the subjects' mothers. A three-part self-administered questionnaire was administered to two sample populations consisting of (a) 113 twelfth grade girls, designated as being the female population in the upper one-half of their 1967 graduating class; and (b) 80 of the original 113, eight years later. The findings support the contention that familial sex roles are perceived as egalitarian and that a social trend is in progress toward more egalitarian role definitions. The longitudinal data indicated that adolescents who in 1967 projected egalitarian roles were consistent with their pridictions. When the subjects' role projections were compared with the educational level and occupational status of their mothers, a correlation was revealed which suggested that the subjects not only perceived marital and career roles as egalitarian, but also were living egalitarian lives. (Author)

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MARRIAGE AND CAREER ROLE EXPECTATIONS: A LONGITUDINAL STUDY

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Patricia Kain Knaub, Ph.D.
Asst. Professor Human Development & the Family
University of Nebraska, Lincoln

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Marriage and Career Role Expectations: A Longitudinal Study*

Patricia Kain Knaub, Ph.D.

The concern with role expectations regarding any position in society is augmented with the concept of choice. Therefore, research relative to the marital and career role expectations of females has paralleled the development of multiple role options in both employment and family life spheres.

Although the literature contains some concern that the family is dissolving (Zimmerman, 1935; 1971), reference to the family as being in a state of flux from a patriarchal type to one considered egalitarian-companionate in structure is more commonly concluded (Burgess, 1953; 1956; Blood & Wolfe, 1960; Blood, 1962; Winch, 1970). Further, research over the past twelve to fifteen years appears to indicate that the egalitarian type of family, in which each individual family works out its own role definitions will emerge stronger and better adapted to living in a democratic society (Dunn, 1960; Bernard, 1972). Paul Landis (1970) for one, argues with regard to the movement toward an egalitarian family system, that:

> The status of women and children in most cultures has been that of inferiors sometimes even property. One of the great achievements of this century has been the elevation in the position of women and children in the American family. The stern patriarch has been eliminated and with his passing, the rule of fear based on punishment has disappeared from the average family. Women and men share as equals to an increasing extent

*This research was supported by the American Home Economics Foundation Millard Horton Fellowship. Data was collected in 1967 and 1975 respectively.

Simultaneous to the conclusion that the family is moving from a traditional to an egalitarian unit, reference is made to women's growing participation in the labor force outside the home. Citing changing family roles as well as the ever widening career and/or work choices available, the individual woman is described as possessing a variety of options (Simpson, 1960). The variables involved in developing multiple role expectations has therefore been the basis of considerable research (Lipman-Blumen, 1973).

There exists, however, opposition to the conclusion that the egalitarian marital form is a fait accompli. Gillespie (1970), for one, argues that a class/caste system in which institutionalized male supremacy results in the cards being systematically stacked against women in all areas e.g. occupational, political, educational, legal, as well as within the family. Hence, the conclusion that the concept of egalitarian marriage as a norm, is a myth. Further, it has been suggested that the marriage relationship becomes less egalitarian as the marriage progresses, particularly with the addition of children (Blood and Wolfe, 1960; Rossi, 1972; Bernard, 1974).

It appears therefore that opposing arguments concerning the traditional-egalitarian direction of family roles exists: one, that the family has emerged from a patriarchal male dominant institution to one egalitarian in nature; and the other, that because the relationships between the sexes is political, one group rules another, females are thus subject to males in all institutions including the family and the egalitarian

family norm has not been accomplished. Hence, the need would seem to exist for longitudinal data indicating the directionality of social change as is evidenced in sex role perception and enactment relating to family and career options.

Therefore, the purposes of this paper are to (a) discern the extent to which adolescent girls' sex role expectations reflect traditional or egalitarian concepts of marriage and career roles as evidenced in a longitudinal design and (b) to compare both the role projections and their enactment to the educational attainment and life style of the subject's mothers.

METHODOLOGY

SAMPLE

There were two sample populations contained in this study consisting of: (a) 113 twelfth grade girls, designated as being the female population in the upper one-half of their 1967 graduating class; and (b) 80 of the original 113, eight years later. The modal age of the high school population was 17 and the longitudinal subjects was 25.

The school from which the sample population was drawn, is located in a middle to upper-middle socio-economic area, in a midwestern city of 172,000.

The students ranked in the upper one-half of their graduating class as evidenced by their accumulated grade average at the time of administration. Previous school records indicated that an average of 85 per cent of the student population had educational plans beyond high school. Thus, it is evidenced that the sample consisted of a rather homogeneous group.

The sample was chosen with its uniform makeup for two major reasons: (1) location in this area of the city nearly eliminates those students who, for financial reasons, could not pursue a college education or specialized vocational training; and (2) with the group consisting of those in the upper one-half of their class scholastically, the possibility that the subject could not pursue higher education due to scholastic reasons was virtually eliminated. It is obvious, therefore, that this study is focused on the career and marital role expectations as perceived by the middle to upper middle class adolescent girl and enacted by her eight years later. The sample groups contained in this study are consistent with Bernard's (1974) contention that it is to the educated and affluent, potentially capable of diversified roles, that we must look for trends. As Bernard (1974) asserts:

> Cross section surveys do not, therefore, always give hints with respect to the future. The size of the segment of the population that holds a particular view does not in itself necessarily portend what the future will be, for it may only reflect the past. In order to perceive trends one has to look at what it is that certain components of the public are thinking and doing especially those who tend to be in the vanguard: the young and the more educated.

Procedure

The instrument used to collect the data for this study consisted of three parts: a background questionnaire, the Marriage Role Expectations Inventory (Form F), developed by Dunn (1960), and a Life Style Situations section. The inventory

served to establish the traditional or egalitarian marriage orientation through an item count of "agreements". The life style situations were used to further establish the egalitarian or traditional directionality with the background information used as comparison items as well as to support, explain, or enhance the statistical data.

The inventory, which was developed to test the marriage role expectations of youth, consists of a general statement, "In my marriage I expect," followed by 71 items to which the subjects respond "Strongly Agree", "Agree", "Undecided", "Disagree", or "Strongly Disagree". Of the 71 items, 37 are designated as authoritarian and 34 as egalitarian-companionate. The following items exemplify the type of statement contained in the inventory: (a) if there is a difference of opinion, my husband will decide where to live, (b) if I prefer a career to having children, we will have the right to make that choice, and (c) after marriage I will forget about an education and make a home for my family.

The background questionnaire consisted of 14 items for the high school sample designed to elicit age, ordinal position, education and marital plans, as well as parental, occupational, and educational backgrounds. Nineteen items made up the background questionnaire for the longitudinal group soliciting information as to age, ordinal position, marital status, parent status and age of children, education completed, occupation of subject and spouse, as well as parental education and occupational status.

The life style section, was designed to reveal the projected life style of the subject and to be a comparison instrument with the inventory. The seven life styles, presented in narrative form, represent the various paths a woman might choose as her adult life's role (Simpson, 1960). Some of the situations are traditional, others are companionship-egalitarian. Illustrative of the traditional item is Number Two:

> Jane, who completed college with a major in journalism, worked one year as a journalist before her marriage. She then dropped her career in favor of being a full time wife and mother. She has two children, who are away at college. Jane's life is active with charity and community work. Her first concern, however, has always been her husband's career and in what way she could be of benefit to him.

An example from a companionate-egalitarian orientation is item Number Four:

> Mary is a lawyer. She and her husband, who is a lawyer as well, take many business trips together. They enjoy travel, skiing in the winter, mountains in the summer and they even hunt together in the fall. Both Mary and her husband are active in community activities, especially those politically oriented. They have a home, a wide circle of friends and a dog named Rufus. They do have offices in separate law firms so that they may pursue their careers separately without competition.

The subjects were asked to react to the life style section in the following manner: (a) I definitely can see myself leading this style of life, (b) It is somewhat likely that I will lead this style of life, (c) It is somewhat unlikely that I will lead this style of life or (d) I definitely cannot see myself leading this style of life.

The questionnaires were self-administered with the contact being through the school in the case of the high school sample, and through the mail for the longitudinal group. Prior to administration, the purposes of the study and a procedural explanation was given to the sample groups.

The completed inventories were tabulated by means of an item count of "Agreements" with the items of the inventory as a means of determining the nature of role expectations. The "Life Style" section was tabulated in a similar fashion.

In comparing the 1967 high school sample with the longitudinal one, the means of each pair were compared by the use of a "t" test. Correlation coefficients were employed to analyze the life style variables and the scores on the inventory.

In analyzing the effect the mother's life style has on the subject's life style choices or projections, multiple regression was used, to indicate which inventory subscales had the strongest relationship with the mother variables. An exception was made with the mother items which were not continuous variables. For example, in the employment question, which yields a yes or no response, this two-way classification was analyzed by a "t" test. Correlations were computed on the mother's education and subject's aspiration or actual education as well as the mother's occupation and the subject's aspired to or actual occupation.

RESULTS

Comparison of Perceived Role Expectations and Perceived Role Enactment.

As high school seniors, the 1967 sample predicted their marriage-parenthood-career roles to be egalitarian as measured by the Marriage Role Expectations Inventory. The scores, theoretically, could range from -37 to +34 with the higher scores indicating an "egalitarian" response and the lower scores a "traditional" orientation. The total 1967 high school sample population disclosed egalitarian views with a mean score of +19.5.

The longitudinal sample, consisting of 80 respondents from the original 113 eight years later, clearly indicated that their perception of marriage-parenthood-career roles remained egalitarian, with a mean score of +28. Using a "t" test the means from the original 1967 and 1975 longitudinal data were compared ($t = 12.75$; $df = 191$; $p < .05$) indicating a statistically significant relationship between the predicted directionality and their subsequent perceived enactment.

The Inventory is divided into seven subscales: Authority, Homemaking, Care of Children, Personal Characteristics, Social Participation, Education, and Employment and Support. Each of the subscales contains both traditional and egalitarian items which allows the computation of individual scores. As is indicated in Table 1, all subscale scores were significantly more egalitarian among the longitudinal sample than was indicated by the subjects as high school seniors.

TABLE 1

Relationship Between Predicted
Marriage-Parenthood-Career Role Projections and
Enactment, as Measured by The Dunn Subscales

Subscale	N	Mean	
Authority			
1975 Longitudinal	80	5.11	t = 10.00
1967 High School	113	3.04	df = 191
			p = < .05
Homemaking			
1975 Longitudinal	80	6.250	t = 13.06
1967 High School	113	2.637	df = 191
			p = < .05
Care of Children			
1975 Longitudinal	80	6.475	t = 6.25
1967 High School	113	5.539	df = 191
			p = < .05
Personal Characteristics			
1975 Longitudinal	80	1.687	t = 5.30
1967 High School	113	1.088	df = 191
			p = < .05
Social Participation			
1975 Longitudinal	80	0.987	t = 5.62
1967 High School	113	0.088	df = 191
			p = < .05
Education			
1975 Longitudinal	80	4.100	t = 3.36
1967 High School	113	3.513	df = 191
			p = < .05
Employment and Support			
1975 Longitudinal	80	4.100	t = 2.15
1967 High School	113	3.787	df = 191
			p = < .05
Total of Scales			
1975 Longitudinal	80	28.712	t = 12.75
1967 High School	113	19.522	df = 191
			p = < .05

The Life Style section of the questionnaire depicted seven life styles an adult woman might choose (three narratives were traditional and four egalitarian). As reported in Table 2, while few of the 1967 high school students agreed with two of the traditional life styles situations (1 and 7), a high percent (98%) did agree with traditional item 2. Situation 2, depicted a woman, though educated for a professional occupation, and having worked for one year, as dropping her career in favor of being a full time wife and mother as well as devoting time to the advancement of her husband's career. As can be observed in Table 2, substantially fewer of the longitudinal sample (48.8%) agreed with this situation. By comparing the means by way of a "t" test, the difference was statistically significant ($t = 7.58$; $df = 191$, $p < .05$), indicating that the longitudinal group was less likely to identify with this traditional life style situation.

TABLE 2

Comparison of 1967 High School and 1975 Longitudinal Agreement with Life Styles

Life Style*	1967 High School		1975 Longitudinal	
	N	Relative Frequency	N	Relative Frequency
1	21	18.5	7	9
2	104	92	39	48.8
3	58	51.3	37	46.3
4	47	41.5	46	57.6
5	17	15	21	26.3
6	64	56.6	64	80.1
7	10	8.8	8	10

*Life Style Situations 1,2, and 7 are traditional; Situations 3,4,5, and 6 are egalitarian.

Life Style 6, an egalitarian situation, states that the woman is educated and has worked professionally. Although she has remained at home with her two children during their young lives, she returns to pursue a professional career when the youngest reaches nursery school age. In analyzing this situation (See Table 2), the converse of situation 2 seems apparent. While 56.6 per cent of the original high school sample agreed with this life style, 80 per cent of the longitudinal group agreed. By submitting the two means relative to Life Style 6 to the "t" test, the difference was found to be statistically significant ($t = 3.08$; $df = 191$; $p < .05$). Analyzing situation 2 and 6 seems to further indicate a greater egalitarian orientation among the longitudinal group than was exhibited by them as high school seniors. Further testimony to this fact appears in Life Style 1, also a traditional item, with which the longitudinal group was significantly less likely to identify than they were as high school students ($t = 2.60$; $df = 191$; $p < .05$). Therefore, the Life Style Situation Section of the questionnaire supports the egalitarian directionality as measured by the Dunn (1960) Inventory. See Table 3 for the complete data relating to the mean differences for the Life Style Situations.

TABLE 3

Relationship Between Predicted
Marriage-Parenthood-Career Role Expectations and
and Enactment, as Measured
By Life Style Situation Narratives

Life Style*	N	Mean	
1			
1975 Longitudinal	80	3.587	t = 2.60
1967 High School	113	3.318	df = 191
			p = < .05
2			
1975 Longitudinal	80	2.675	t = 7.58
1967 High School	113	1.787	df = 191
			p = < .05
3			
1975 Longitudinal	80	2.562	t = -0.03
1967 High School	113	2.566	df = 191
			p = > .05
4			
1975 Longitudinal	80	2.337	t = -1.54
1967 High School	113	2.5625	df = 190
			p = > .05
5			
1975 Longitudinal	80	3.0500	t = -1.77
1967 High School	113	3.2832	df = 191
			p = > .05
6			
1975 Longitudinal	80	1.8000	t = -3.68
1967 High School	113	2.3274	df = 191
			p = < .05
7			
1975 Longitudinal	80	3.562	t = 0.78
1967 High School	113	3.477	df = 191
			p = > .05

* Life Style Situations 1, 2, and 7 are traditional; Situations 3, 4, 5, and 6 are egalitarian.

Several items in the background questionnaire related to the high school students' ability to predict their adult roles. For example, the subjects in 1967 were asked about their educational goals (My educational plans beyond high school as I see them now are:) and their educational attainment as of 1975 (What is your highest level of education?). As high school students, eighty-two per cent of their educational plans involved four-year college graduation. Eight years later, seventy-seven per cent of them had completed a college education, which would seem to indicate that the sample was able to predict their educational goals quite accurately. Since education has been assumed to be an important resource to the female within marriage, potentially allowing her to function as an equal to the male (Heer, 1963; Blood and Wolfe, 1960), it could be expected to play a role in the milieu of factors affecting the sample's marriage-parenthood-career role expectations.

The 1967 high school sample not only indicated plans for higher education, but for a specific career as well. While their career aspirations were primarily among the top three occupational levels (74.2 per cent) their current occupations indicated greater diversity. As is indicated in Table 4, fifty-four per cent of the 1975 longitudinal sample actually were in occupations in the top three levels, however a considerable change is evident at Level 4 (Clerical and Little Business), with 18.8 per cent of the respondents working in this area when only 11.5 per cent made this prediction. Perhaps, this difference is reflective of the larger social problem with

TABLE 4

Career Aspirations Compared to Actual Occupational Level

Career/Occupation*	1967 Aspirations N	1967 Aspirations Relative Frequency	1975 Occupation N	1975 Occupation Relative Frequency
Professional/Executive of a Large Concern	10	8.8	1	1.4
Less Professional/ Manager or Proprietor of Medium Size Business	59	52.2	37	46.3
Semi-professional/ Administrative Personnel of Large Concern/ Owner Small Business	24	21.2	6	7.5
Clerical or Sales Worker/Owner Little Business	13	11.5	15	18.8
Skilled Worker	3	2.6	3	3.8
Semi-Skilled or Unskilled	0	0	2	3.8
Homemaking**			14	17.5
No Answer	4	3.5	1	1.3
	N = 113		N = 80	

* Areas are based on Hollingshead Index

** This area was not available with the 1967 sample

regard to women and the labor force in that although today women are represented in over 500 occupations, a majority of women are still secretaries and clerk-typists. In addition, fewer than 4.5 million women have become professional or technical workers. Of these nearly two million are teachers and one million are medical and other health workers (Katzell and Byham, 1972). Perhaps, the fact that women still have more difficulty than men attaining entrance into the top professions and executive positions, is reflected in the difference between the projected occupation (Level 1) of 8.8 per cent and the actual participation of 1.3 per cent.

Most of the sample in 1967 indicated strong career commitment (89 per cent), with the longitudinal data supporting this prediction. Of the 1975 longitudinal sample, employed outside the home. Of those employed, 65 per cent were full-time workers.

As high school seniors, most of the 1967 sample, predicted that they would delay marriage at least until the completion of their education. Although, a higher percentage married during college (30 per cent) than was predicted (10 per cent), a major change did not occur in the percentage marrying immediately following high school. (See Table 5) Also, 17.4 per cent did not marry until after they had completed their education and had work experience, indicating a postponement of marriage beyond that predicted. Interesting is the number (15.1 per cent) who were still as twenty-five year olds undecided as to their marital plans. Perhaps, this fact reflects the larger societal trend of a lowered first-marriage rate, especially among more educated women (Bernard, 1974).

TABLE 5

Marital Predictions and Descriptions

Marital Plans/Description	1967** Marital Plans		1975 Marital Description	
	N	Relative Frequency	N	Relative Frequency
Just after High School	1	0	4	5.0
After Tech School	3	2.7	3	3.8
During College	11	10.1	24	30.0
After Completion of College	54	51	21	26.3
After Education and Work*			14	17.4
Undecided	31	28.7	12	15.1
Will Not Marry	8	7.4	2	2.5
	N = 108		N = 80	

* This item was not available from 1967 data.
** Five sample members did not respond to this item.

The current tendency for well-educated women to postpone the age at which the first child is born (Bernard, 1974; Bernard, 1975) also was supported in this study. Although the longitudinal sample's median age was 25 years, 61.3 per cent of them did not have children. This fact was interesting in contrast to 1950 data, which indicated that the average age a woman had her last child was twenty-six (Glick, 1955).

The strong career orientation of the 1967 high school sample (89 per cent) together with the high number (80 per cent) of the longitudinal sample employed outside the home may

further explain the lowered first-child rate. The relationship between the intention to work for more years and a prediction of having fewer children has been documented in prior research (Bernard, 1974).

In evaluating the data relative to comparing adolescent's perceived role expectations with adult's perceived role enactment , it was concluded that a positive relationship does exist between predicted role expectations and those enacted as an adult.

Comparison to Mother's Education and Occupation

In order to compare the relationship between the mother's education and the subject's marriage-career role perception, the mother's educational level was treated as a dependent variable, with the Dunn Inventory subscales and the Life Style narratives being designated as independent variables. Multiple Regression Correlation was employed to determine which variables, if any, were related to the mother's educational level.

The educational level of the mothers was negatively related to Life Style 5. This narrative described a woman who, following high school graduation, completed beauty school, married her high school sweetheart, had three children, and maintained a beauty shop in her home. The Beta weight of -.405 indicated that as the educational level increased, the daughter was less likely to identify with this life style. Therefore, 16 per cent of the variance in this life style was related to mother's educational level. Conversely, there was a positive relationship between identification with Life Style 3 and mother's educational

level. The third narrative described a woman who remained single, had earned a Ph.D., and was highly involved in her career. The positive correlation (Beta weight = .468) indicated a relationship between the identification with Life Style 3 and the level of the mother's education, in that as the mother's educational level increased, the identification with the life style was stronger. Thus, the mother's educational level accounted for 21 per cent of the variance in Life Style 3. Based upon prior research (Hennig, 1974; Hoffman, 1974), both of these correlations are in the expected direction, the higher the mother's education, the more likely the daughter will aspire to higher education as well.

Only one of the Dunn Inventory subscales, Homemaking, was sufficiently correlated (Beta weight = .403) with mother's educational level to warrant consideration. Sixteen per cent of the variance in the egalitarian perception of the homemaking role was related to the mother's educational level. Hence, a high educational level among the mothers was associated with perceived egalitarian directionality with regard to homemaking roles.

The data relative to the mother's educational level therefore was supportive in the predicted direction. Though not all independent variables were highly correlated, all seven of the Dunn inventory subscales were correlated in the expected direction accounting totally for 30 per cent of the variance. The Life Style section was less consistent, however five of the seven life styles were correlated in the expected direction

with two life styles (3,5) producing the highest correlations of all the variables.

By using a Pearson Correlation Coefficient, two of the background questionnaire items, the mother's educational level and the daughter's educational attainment were compared. The relationship was found to be significant ($r = .265$; $s = < .05$). Thus, a high mother's educational level was associated with a high educational attainment for the daughters.

Strength of the relationship between mother's employment and the samples' marriage-parenthood-career role perceptions was measured in two ways. First, by comparing whether or not the mother was employed with the Marriage Role Expectation's subscales and the Life Style narratives, and second by comparing the employed mother's level of occupation with the subscales and life styles.

The longitudinal sample indicated that 73.8 per cent of their mothers were employed outside the home. The relationship between the mothers who were and those who were not employed outside the home was compared to the Life Style narratives, by using the "t" test. There were no significant differences revealed in any of the life style situations. Therefore, the mother's employment was not related to the subject's life style identification.

Next, the inventory subscales and whether or not the mothers were employed was compared. The mean of the subjects whose mothers were employed was compared to the mean of the subjects whose mothers were not employed, using the "t" test.

One subscale, Employment and Support, showed a significant relationship ($t = 2.15$; $df = .75$; $p < .05$), indicating subjects of employed mothers perceive their role in employment and support of the family as significantly more egalitarian than the sample whose mothers were not employed. This finding is supportive of prior research (Hoffmann, 1974; Vogel et al., 1970).

The occupational level of the mothers relative to daughters' occupations is reported in Table 7. It was interesting to note that the greatest difference exists in the clerical levels with 33.8 per cent of the mothers employed at this level while 18.8 per cent of the daughters' occupations were described as clerical or sales worker. Another shift was apparent in the category of Lesser Professionals which included 16.3 per cent of the mothers, and 46.3 per cent of the daughters. By analyzing the two categories together the upwardly mobil strivings of the middle to upper middle class child was reflected. The somewhat smaller percentage of daughters in Level 1 (1.3 per cent) as compared to mothers (3.8 per cent) was perhaps indicative of the lesser age and experience of the daughters, rather than indicating any real shift downward.

The effect of the mother's occupation (as determined by the Hollingshead Index) in the role perception of daughters was then considered. The mother's occupational level was identified as the dependent variable with the Marriage Role Expectation Inventory subscales and Life Style narratives as independent variables. Using the Multiple Regression Correlation, statistical analysis was employed.

TABLE 7

Occupational Levels of Mothers and Daughters*

Occupational Levels**	1975 Mother		Daughters	
	N	Relative Frequency	N	Relative Frequency
Professional/Executive of a Large Concern	3	3.8	1	1.3
Less Professional Manager or Proprietor of Medium Size Business	13	16.3	37	46.3
Semi-Professional/Administrative Personnel of Large Concerns/Owner of Small Business	7	8.8	6	7.5
Clerical or Sales Worker/ Owner of Little Business	27	33.8	15	18.8
Skilled Worker	2	2.5	3	3.8
Semi-Skilled or Unskilled	7	8.8	3	3.8
Homemaker	17	21.3	14	17.5
No answer	4	5.0	1	1.3

* N = 80
** Based on Hollingshead Index

Each of the seven Marriage Role Expectations Inventory subscales were correlated with the level of mother's education in the expected direction. That is, the higher the mother's occupational level, the more likely the daughters were to perceive egalitarian roles for themselves. Two of the highest correlations involved the Authority and Education subscales.

A negative relationship between mother's occupational level and authority projection was discovered. That is, the higher occupatioanl levels were associated with egalitarian views in authority roles, accounting for 17 per cent of the variance. The mother's occupation was positively associated with the educational subscale of the Dunn Inventory, indicating that the high mother's occupational level was related to egalitarian perceptions of education, which accounted for 10 per cent of the variance.

The relationship between mother's occupational level and the strength of identification with the various life styles presented was slight. Only one life style, Life Style 5 was sufficiently related to occupational level of the mother to warrant consideration. Life Style 5, an egalitarian item, depicted a woman who completed beauty school, married, had children, then reopened a beauty shop in her home. The data indicate a negative relationship between a high occupational status mother and identification with this life style. A Beta weight of .386 indicated 17% of the variance to be accounted for by the mother's occupational level variable. The reinforcing value of this finding was strengthened when one considers the much lower correlation existing with this life style when mother's educational level was tested. The subjects would seem to be responding more to the occupation of the woman in the narrative as opposed to educational level.

The data, though not consistently supportive, do lead to the conclusion that there was some relationship between mother's occupational status and daughter's perceived marriage-parenthood-

career roles. If the mothers were employed, the daughters were significantly more likely to perceive employment and support roles as egalitarian. Similarly, a higher occupational level in the mothers was associated with daughters' egalitarian perceptions of authority and education roles in the family.

DISCUSSION

The research presented in this paper would support the contention that familial sex roles are perceived as egalitarian and that a social trend is indeed in progress toward more egalitarian role definitions. The longitudinal data clearly indicated that adolescents who in 1967 projected egalitarian roles, were consistent with their prediction. Not only did they remain egalitarian, but perceived their roles to be more egalitarian eight years later. Further, the educational and occupational accomplishments together with their employment and marital statuses would illustrate that they not only perceived egalitarian roles, but that they were living egalitarian lives. If it is to the young and well-educated that we look to for trends, as Jessie Bernard (1974; 1975) so strongly contends, then the longitudinal data reported in this study would indicate the movement from traditional to egalitarian roles is indeed a reality in the making.

Caution must be exercised in this view however, for 61 per cent of the sample's women did not yet have children. As Rossi (1972) suggests, it is the advent of children which is the pivotal point between traditional and egalitarian roles in marriage. Perhaps the respondents will be forced by the situation

of parenthood to live more traditional lives. On the other hand, perhaps many of the young women will not have children or have a sufficiently small number, postponed until their professional lives are established, thus allowing them to continue living the egalitarian prediction. This would be consistent with Bernard's (1974) conclusion regarding many young, well-educated professional women.

The relationship of the mother's educational level and her occupational status was found to be related to the longitudinal sample's role perceptions. This finding is consistent with prior research (Vogel et al., 1970; Baruch, 1972; and Hennig, 1974). The likelihood of women whose mothers were employed to value feminine competency, particularly as related to the career role was demonstrated by Baruch (1972), and this finding serves to further explain the role perceptions of the longitudinal group and the relationship with their mother's educational level and occupational status. In addition, Vogel et al. (1970), found that daughters of employed mothers were more likely to perceive both sex roles in less stereotypical ways (or more egalitarian), which would be related to this study's more egalitarian expectations among daughters of employed mothers with higher status occupations.

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Card 1

1 - 4

MARRIAGE AND CAREER ROLE EXPECTATIONS QUESTIONNAIRE

In an effort to do a better job of helping young women prepare for marriage and in making career choices, we need to know what they expect of marriage and their careers. The following questionnaire is divided into three parts, each part having its own specific directions. This is not a test and you are not to be graded. There are no right or wrong answers because each of us is entitled to her own opinion.

Directions, Part I: Please complete the following statements or answer the questions as simply as you can with the appropriate information.

5-6. My age is _____ years.

7. My educational plans beyond high school as I see them now are: (check the appropriate one).

1. ___ none
2. ___ trade or technical school (beautician, IBM, etc.)
3. ___ college or university
4. ___ graduate school (masters or doctorate degree)

8-9. My career or occupational plans are: (Describe adequately but be concise)

_____

_____

10-11. In making most major decisions, someone is instrumental in influencing or bringing about that decision. Who would you say has been the most influential person in helping you decide on a career? How did this person help you?

12. At this time I feel my desire for a career is:

1. ___ very strong
2. ___ moderately strong
3. ___ moderately low
4. ___ very low

13. In your family, were you:

1. ___ First born child
2. ___ Middle child
3. ___ Youngest child
4. ___ Only child

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14. My marital plans are:

1. ___ to be married before the completion of high school
2. ___ to be married immediately following high school
3. ___ to be married following technical training (beauty school, IBM, etc.)
4. ___ to be married during college
5. ___ to be married following the completion of college
6. ___ not to marry
7. ___ undecided

15. I am currently living with both of my parents.

1. ___ Yes
2. ___ No

16-17. My father's occupation is _____
(be specific such as mechanical engineer or TV repairman)

18. My mother is currently employed outside the home.

1. ___ Yes
2. ___ No

19. If your mother is employed outside the home, is she employed

1. ___ part time (20 hours or less per week)?
2. ___ full time (20 hours or more per week)?

20. How long was she or has she been employed outside the home?

1. ___ 5 years or less
2. ___ 6 - 10 years
3. ___ 10 or more years

21. In school my father completed the following grades: (check the last year completed)

1. ___ 8 or less
2. ___ 9 - 11
3. ___ 12 or high school graduation
4. ___ trade or technical school (mechanic school, welding, etc.)
5. ___ 1 - 3 years college
6. ___ college graduation
7. ___ graduate school (masters, doctorate or professional degree)(underline)

22. In school my mother completed the following grades: (check the last year completed)

1. ___ 8 or less
2. ___ 9 - 11
3. ___ 12 or high school graduation
4. ___ trade or technical school (beautician, IBM, etc.)
5. ___ 1 - 3 years college
6. ___ college graduation
7. ___ graduate school (masters, doctorate degree or professional degree) (underline)

Directions, Part II: Below you will find listed a number of different styles of life which are described in narrative form. All the situations described involve women looking back on the style of life they have chosen to lead. Read each one and as you do so try to project yourself and the type of life you see yourself leading into the described situations. Please keep in mind that the particular occupations described are only illustrative. Encircle the symbol that represents the way you feel about that life style.

Key

D -- I definitely can see myself leading this style of life

S -- It is somewhat likely that I will lead this style of life

N -- It is somewhat unlikely that I will lead this style of life

C -- I definitely cannot see myself leading this style of life

---

D S N C 30. Diane, married during her sophomore year at college and as a result of low finances dropped her education to work as a secretary while her husband completed school. She quit work during her first pregnancy and has no desire to return. Diane has five children, three are married, one is in the service and the youngest is away at college. Since her husband travels a great deal, Diane finds herself mostly involved in homemaking, reading and bridge with a few close friends.

D S N C 31. Jane, who completed college with a major in journalism, worked one year as a journalist before her marriage. She then dropped her career in favor of being a full time wife and mother. She has two children who are both away at college. Jane's life is active with charity and community work. Her first concern, however, has always been her husband's career and in what way she could be of benefit to him.

D S N C 32. Alice, following high school graduation, embarked on a successful college career which ultimately led to a Ph.D. She is currently on the staff of a university, and enjoys traveling. She has an active social life and an apartment filled with personal items collected on her world adventures. She finds teaching both stimulating and rewarding.

D S N C 33. Mary is a lawyer. She and her husband, who is a lawyer as well, take many business trips together. They enjoy travel, skiing in the winter, mountains in the summer and they even hunt together in the fall. Both Mary and her husband are active in community activities, especially those politically oriented. They have a home, a wide circle of friends and a dog named Rufus. They do have offices in separate law firms so that they may pursue their careers separately without competition.

D S N C 34. Jeanne, following high school graduation, completed beauty school and married Tom, her high school sweetheart. They were able to do some traveling while he was in the service. They settled in the midwest town in which they grew up and have three children. One is now married, the other is in the service and the youngest in high school. Jeanne has maintained a beauty salon in her home since her youngest child was seven and enjoys her work a great deal.

D S N C 35. Nancy became a registered nurse. She met and married her husband after she had worked four years. They had two children and during their early lives, Nancy stayed at home. She soon became interested in returning to her profession, however. When her youngest child was three and enrolled in a nursery school, Nancy returned to work half-time. When her children had reached school age she took additional training and began teaching student nurses at a local hospital. Her children are now both in college, and she is the director of the school of nursing.

D S N C 36. Sally married directly out of high school. She felt her high school preparation was adequate for the role of homemaker, her one desire since she was a small child. Sally has four children and while they were home she was deeply involved in their care and other homemaking activities. Now that the children are away from home Sally belongs to a church organization and is serving as its current president.

MARRIAGE ROLE EXPECTATION INVENTORY

Directions, Part III: On the pages that follow you will find statements about expectations for husbands and wives. Please think in terms of what you expect of your own future marriage as you read each statement. Remember there are no right or wrong answers. PLEASE ANSWER EVERY QUESTION.

Encircle the symbol that represents your opinion of each statement.

Key

SA -- Strongly agree
A -- Agree
U -- Undecided
D -- Disagree
SD -- Strongly disagree

IN MY MARRIAGE I EXPECT:

SA A U D SD 1. that if there is a difference of opinion, my husband will decide where to live.

SA A U D SD 2. that my opinion will carry as much weight as my husband's in money matters.

SA A U D SD 3. my husband to help with the housework.

SA A U D SD 4. that it would be undesirable for me to be better educated than my husband.

SA A U D SD 5. that if we marry before going to college, my husband and I will do our best to go on to earn college degrees.

SA A U D SD 6. to combine motherhood and a career if that proves possible.

SA A U D SD 7. my husband to be the "boss" who says what is to be done and what is not to be done.

SA A U D SD 8. that I will be as well informed as my husband concerning the family's financial status, and business affairs.

SA A U D SD 9. my husband to leave the care of the children entirely up to me when they are babies.

SA A U D SD 10. my husband to be as interested in spending time with the girls as with the boys in our family.

SA A U D SD 11. that if I prefer a career to having children, we will have the right to make that choice.

SA A U D SD 12. that for the most successful family living my husband and I will need more than a high school education.

SA A U D SD 13. it will be more important for me to be a good cook and housekeeper than for me to be an attractive, interesting companion.

SA A U D SD 14. that being married will not keep my husband from going to college.

SA A U D SD 15. that the family "schedule" such as when meals are served and when the television can be turned on will be determined by my husband's wishes and working hours.

SA A U D SD 16. that my husband and I will share responsibility for work if both of us work outside the home.

SA A U D SD 17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.

SA A U D SD 18. if my husband is a good worker, respectable and faithful to his family, other personal characteristics are of considerably less importance.

SA A U D SD 19. that almost all money matters will be decided by my husband.

SA A U D SD 20. that my husband and I shall have equal privileges in such things as going out at night.

SA A U D SD 21. that my husband's major responsibility to our children will be to make a good living, provide a home and make them mind.

SA A U D SD 22. that since doing things like laundry, cleaning, and child care are "woman's work," my husband will feel no responsibility for them.

SA A U D SD 23. week-ends to be a period of rest for my husband, so he will not be expected to assist with cooking and housekeeping.

SA A U D SD 24. that if my husband helps with the housework, I will help with outside chores such as keeping the yard, painting or repairing the house.

SA A U D SD 25. that my husband and I will have equal voice in decisions affecting the family as a whole.

SA A U D SD 26. that after marriage I will forget an education and make a home for my husband.

SA A U D SD 27. that I will love and respect my husband regardless of the kind of work he does.

SA A U D SD 28. to work outside the home if I enjoy working more than staying at home.

SA A U D SD 29. that both my husband and I will concern ourselves with the social and emotional development of our children.

SA A U D SD 30. it will be just as important for my husband to be congenial, love and enjoy his family, as to earn a good living.

SA A U D SD 31. that it will be equally as important that as a wife I am affectionate and understanding as that I am thrifty and skillful in housekeeping.

SA A U D SD 32. that it will be my husband's responsibility and privilege to choose where we will go and what we will do when we go out.

SA A U D SD 33. to manage my time so that I can show a genuine interest in what our children do.

SA A U D SD 34. that I will let my husband tell me how to vote.

SA A U D SD 35. that my husband and I will take an active interest together in what's going on in our community.

SA A U D SD 36. that if I can cook, sew, keep house, and care for children any other kind of education for me is unnecessary.

SA A U D SD 37. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.

SA A U D SD 38. it will be only natural that my husband will be the one concerned about politics and what is going on in the world.

SA A U D SD 39. to accept the fact that my husband will devote most of his time to getting ahead and becoming a success.

SA A U D SD 40. that being married should cause little or no change in my husband's social or recreational activities.

SA A U D SD 41. that I will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.

SA A U D SD 42. that my activities outside the home will be largely confined to those associated with the church.

SA A U D SD 43. to stay at home to care for my husband and children instead of using time attending club meetings, and entertainment outside the home.

SA A U D SD 44. that an education is important for me whether or not I work outside the home.

SA A U D SD 45. that I will keep myself informed and active in the work of the community.

SA A U D SD 46. that since my husband must earn a living, he can't be expected to take time to "play" with the children.

SA A U D SD 47. that it is my job rather than my husband's to set a good example and see that my family goes to church.

SA A U D SD 48. it will be more important that my husband is ambitious and a good provider than that he is kind, understanding and gets along well with people.

SA A U D SD 49. it will be equally as important to find time to enjoy our children as to do things like bathing, dressing and feeding them.

SA A U D SD 50. to fit my life to my husband's.

SA A U D SD 51. that managing and planning for spending money will be a joint proposition between my husband and me.

SA A U D SD 52. my husband to manage his time so that he will be able to share in the care of the children.

SA A U D SD 53. that having guests in our home will not prevent my husband's lending a hand with serving meals or keeping the house orderly.

SA A U D SD 54. that we will permit the children to share, according to their abilities, with the parents in making family decisions.

SA A U D SD 55. my husband to help wash or dry dishes.

SA A U D SD 56. my husband to be entirely responsible for earning the living for our family.

SA A U D SD 57. that staying at home with the children will be my duty rather than my husband's.

SA A U D SD 58. that an education for my husband will be as important in making him a more cultured person as in helping him to earn a living.

SA A U D SD 59. my husband to feel equally as responsible for the children after work and on holidays as I do.

SA A U D SD 60. my husband to make most of the decisions concerning the children such as where they will go and what they may do.

SA A U D SD 61. that it will be exclusively my duty to do the cooking and keeping the house in order.

SA A U D SD 62. that my husband will forget about an education after he is married and support his wife.

SA A U D SD 63. that my husband and I will share household tasks according to individual interests and abilities rather than according to "woman's work."

SA A U D SD 64. as far as education is concerned, that it is unimportant for either my husband or me if both of us are ambitious and hard working.

SA A U D SD 65. my husband to earn a good living if he expects love and respect from his family.

SA A U D SD 66. whether or not I work will depend on what we as a couple think is best for our own happiness.

SA A U D SD 67. that if I am not going to work outside the home, there is no reason for my completing a college education.

SA A U D SD 68. as our children grow up the boys will be more my husband's responsibility while the girls will be mine.

SA A U D SD 69. that my husband and I will feel equally responsible for looking after the welfare of our children.

SA A U D SD 70. that I will take full responsibility for care and training of our children so that my husband can devote his time to his work.

THANK YOU SO MUCH FOR YOUR COOPERATION

77-80. ____